

DOCUMENT RESUME

ED 269 661

CG 019 046

AUTHOR Upshur, Carole C.
TITLE The Bridge, Inc. Independent Living Demonstration.
Research Report.
INSTITUTION Bridge, Inc., Boston, MA.
SPONS AGENCY Office of Human Development Services (DHHS),
Washington, D.C.
PUB DATE Mar 85
NOTE 53p.; Paper presented at the Annual Convention of the
American Psychological Association (93rd, Los
Angeles, CA, August 23-27, 1985). For a related
document, see CG 019 047.
PUB TYPE Reports - Research/Technical (143) --
Speeches/Conference Papers (150)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adolescents; Behavior Problems; *Education;
Emotional Problems; *Employment; *Homeless People;
Life Style; Locus of Control; *Residential Programs;
*Self Esteem
IDENTIFIERS *Bridge Independent Living Project

ABSTRACT

A federally-funded research project for the Bridge Independent Living Project was designed to determine whether this structured residential program would have significant impact on the lives of 16- and 17-year-old homeless youth as compared to a similar control group. A non-equivalent control group design was employed in which youth referred to the independent living project were assessed on several personality dimensions before entering the program and at a 6-14 month follow-up. Instruments used were the Rosenberg Self Esteem Scale, the Lanyon Psychological Screening Inventory, and the Rotter Locus of Control Scale. Data were also collected on education and employment status, living situation, and behavior problems. Control youth from whom the same data were collected received other services from Bridge including counseling, General Educational Development, and vocational programs, but were living at home, with friends, or in other residential programs. Demographic data and entry assessment information were collected on 21 program and 36 control youth. One year follow-up data were available for 12 program and 18 control youth. At follow-up, program youth showed statistically significant gains in self-concept and became significantly less defensive than control youth. There was a trend in program youth toward less alienation or emotional problems compared to control youth, but no significant changes in sense of personal control for program youth. Program youth were found to be significantly more often employed and in school or had obtained a high school diploma, and were significantly more often in stable living situations than were control youth. Numerous tables and the survey forms are included. (NB)

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Research Report
The Bridge, Inc.
Independent Living Demonstration

March 1985

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Data collection forms and instruments

I. Introduction

Bridge Over Troubled Waters (The Bridge, Inc.) is a Boston - based youth service agency that has provided a variety of services to runaways and street youth for almost 15 years. Bridge serves over 3500 youth a year through the following components:

- 1) on-street counseling and referral
- 2) free mobile medical van and an in-house dental clinic
- 3) educational and pre-vocational services including a G.E.D. program
- 4) alcohol and drug counseling
- 5) counseling and programs for pregnant and parenting teens and young adults
- 6) emergency shelter through a network of volunteer homes

In 1983, The Bridge Inc. received a federal demonstration grant from the U.S. Department of Health and Human Services, Office of Human Development Services for developing an independent living program for 16 and 17 year old homeless and throwaway youth. The goals of the program were to provide a structured and supervised living situation for 6-8 months for about 25 youth who had no alternative living situation. Youth were to obtain employment and attend school and after several months move into their own apartment or in with friends or relatives.

As part of the demonstration aspect of the project, detailed records were to be kept and a series of psychological measures taken to indicate what changes program youth underwent. In addition a "control" group of youth similar to youth participating

in the program were to be followed to see what differences between the two groups would be found. This quasi-experimental research design was chosen as a practical, yet fairly rigorous plan for evaluating the effectiveness of the independent living demonstration. This report will describe the program, the research activities, the data collected, and present results and conclusions drawn from the research aspect of the project. (For more information on the operations and day to day activities, see Bridge's publication: "Guidebook for Designing and Implementing an Independent Living Residence for Homeless Youth.")

The need to develop independent living programs for runaway adolescents has been evident since the mid to late 1970's. By then, the phenomenon of runaway youth seeking thrills and adventure had passed and social service agencies were finding large numbers of street youth who were different. They were often abused or neglected by their families or "thrown away", i.e. families had thrown them out and told them not to return. Others had long histories of unsuccessful involvement with social service agencies and placements in foster homes and group homes or other programs. (Saltonstall, 1984)

For the first time, state-run social service departments were beginning to acknowledge that adolescents were as much in need of protective custody as younger children, although there was often a lower priority on serving adolescents. (Upshur, 1975). This meant that only in the most extreme circumstances were adolescents offered residential services out of the home --

intensive needs of these youth with long histories of abuse and neglect.

By the early 1980's, runaway shelter programs developed in the early 1970's saw a dire need for long-term placement options for adolescents who could not return home. (Patterson, 1983). Many of these youth had multiple problems and had long street histories which made them inappropriate for traditional residential services and made it unlikely they would return to regular school settings. Programs were needed that acknowledged that these youth in most cases would not return home and would continue marginal lives involving drugs, alcohol, crime or prostitution unless they were helped to achieve a more constructive, independent life style.

II. The Demonstration Program

A two-family house was rented in an area of Boston far removed from the downtown centers for street life. The area was a mixed residential, commercial area, easily accessible by public transportation. The neighborhood consisted of moderate income family housing, primarily two and three apartment units with college students, families and elderly tenants. The racial climate of the area was tolerant, an important issue for Boston.

The house was opened up to connect all three floors and a large common kitchen, eating area and livingroom were set up on the second floor. There were 10 bedrooms -- room for each resident to have his/her own bedroom. Male residents were housed

on the top floor with females on the first and second floor. There were two bathrooms and a staff office/sleeping room.

The staff consisted of four counselors and a coordinator who were "on duty" in eight-hour rotating shifts. The house coordinator was an experienced youth worker in his early 30's. Three counselors were recent college graduates, one was a middle - aged nun. There was always a staff person in the house during the evenings and overnight, but sometimes the one person on duty would be out running errands, shopping or driving a resident somewhere during the day. In most cases residents were required to be out at school or work during daytime hours. They were generally expected to be back at the house for dinner in the evening but this was not required except once a week on Wednesday nights preceding the weekly house meetings which were also required.

Residents did not have to account for their whereabouts and were free to come and go as they pleased as long as they were fulfilling their required responsibilities of a job and education schedule. There was, however, a strictly enforced evening curfew of 10:45 p.m. on weekdays and 12:45 a.m. on weekends. Each resident was assigned a house counselor as a case coordinator and was required to meet with him/her once a week regarding house behavior, outside activities, etc. Counselors would suggest activities or tasks which would then be agreed upon in writing and signed off by each resident. Progress on both short and long term goals would be monitored in the weekly meeting.

Residents were assisted in finding jobs and in locating appropriate educational opportunities through support and counseling, but were required to do most of the "footwork" and paperwork on their own. Many of the youth attended the GED program at Bridge's main facility and a few continued in their regular public high school program. Several youth enrolled in local colleges. Youth were assisted in obtaining medicaid eligibility and encouraged to regularly take care of medical needs through a local hospital adolescent clinic which collaborated on the demonstration. Most youth were assigned an outside of the house counselor at Bridge's downtown office or continued seeing psychologists or social workers from previous agency affiliations. The outside counseling services were seen as an important adjunct to the house counselor to assist youth in working on longer-term issues.

In addition to the individual schedules for work and education, the house had some group recreation activities, traditional holiday celebrations, and periodic special evening education sessions with professional volunteers (a physician and Bridge's nurse practitioner presented a series on health issues; Junior League women did cooking and crafts projects). Residents took turns cooking the main evening meal, were responsible for cleaning their own rooms and doing their own laundry, and participated in group clean-ups of the common areas of the home.

All youth were required to open savings accounts and to bank a portion of their salaries as well as pay rent to the program on

a sliding scale of \$15 - \$25 a week. This money was banked by Bridge and returned to youth for apartment security deposits and household needs when they moved out. Decisions about moving out were usually mutually determined between a resident and the staff. In some cases they were several months in planning, in other cases a sudden opportunity would develop for a youth to move in with peers from a job situation or to return home or to a relative. Some youth were asked to leave for breaking of house rules, but were assisted in finding a satisfactory living situation. Once youth left, the staff tried to keep in contact with them and invited them to house meetings and for holiday meals. A few youth moved back into the house for short periods, after initially leaving, because of losing a job, having problems with roommates etc. The average length of stay was expected to be 6-8 months, with the program being able to serve 20-25 youth during a year.

III. Research Plan

A. Research Design

The research design for the project called for an initial assessment of all youth referred to the house, recording of house behavior and accomplishments, maintaining of follow-up records and re-administering the series of three psychological instruments utilized in the initial assessment. Youth were to be identified as appropriate for the program by Bridge runaway counselors who obtained family history information and explored alternative living options. Youth were only referred if it appeared that they

had no viable alternatives for a place to live. They were then asked to fill out the three questionnaires and to have a meeting with the research specialist and the house director. If both felt the youth was appropriate, and the youth agreed to the house rules and to the strict requirement that they had to both work and attend school, they were allowed to move in. Youth were not admitted if they did not make a commitment to the work/education requirements, if they had a history of violence against peers or helping professionals, or if another acceptable living alternative became available.

Youth who were screened, but for one of the several reasons did not move into the house, became part of a control group. Additional youth were recruited for the control group from clients of other Bridge services. The criterion for inclusion in the control group was that the client was generally the type of youth who would be referred to the house, but at the moment had an acceptable living situation. An attempt was made to make sure control group youth represented the same mix of family histories, racial backgrounds and male/female ratio as the house group. All youth were either 16 or 17 at initial contact, as required by the federal grant. No attempt was made to randomly select the control group from all Bridge clients or to match individual control group youth to house youth.

All youth were given an informed consent document to sign and a general verbal explanation of the participation expected and the reasons for the research project. Only a few youth asked to

participate decided not to. All youth were expected to re-answer the three questionnaires 6-8 months after first filling them out. At that time information on work, employment and living situation would be collected for control group youth. Data for house youth would be collected from house records. In most cases it was expected that house youth would be re-administered the questionnaire when they moved out, given a planned length of residence of 6-8 months.

This quasi-experimental research design was felt to be the most practical to carry through even though it is weaker than a true experimental design. Bridge staff had developed the program to meet a specific need. It would have been unethical to utilize random assignment to conduct this research as it would have required that some homeless youth would be denied shelter in order to set up equivalent research and control groups. The use of a quasi-experimental design, while open to some possibly serious threats to validity, provides at least a preliminary indication of whether this service model will be more useful to adolescents than other types of residential and non-residential services.

B. Hypotheses

It was expected that youth participating in the independent living project would undergo a number of changes both in behavior and in attitudes, beliefs and personality. The hypotheses to be tested were:

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- 1) Program youth would show more positive change in self-concept than the control group youth.
- 2) Program youth would develop a stronger sense of personal control than control group youth.
- 3) Program youth would show changes in their personality profiles in the direction of more "normal" adolescent behavior, showing decreases in alienation, depression, social nonconformity, and defensiveness.
- 4) Program youth would achieve higher success rates in gaining and keeping employment, in continuing their education and achieving stable living situations than control group youth.

These hypotheses were drawn from the initial concrete goals of the project to assist youth in areas of employment, education and housing. In addition, it was felt that certain internal feelings, beliefs and values would have to change in order for there to be long-term effects of the program. The construct of self-concept or self-acceptance is one that seems significantly related to achievement in adolescents. Therefore, it was proposed that assisting youth to make concrete gains in employment and education would improve self-concepts expected to be low at initial assessment. Increases in self-concept would then serve as positive reinforcement for continued achievement.

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The construct of personal control was felt to be an important attitude to tap since in other research it has shown to be highly correlated with positive behavioral outcomes. A sense of personal control indicates a belief that one's own behavior influences how well one will do in the world as opposed to a belief that one has little control over one's life. Youth whose sense of personal control was high would tend to try harder at work and school, believing that their own efforts would make the major difference in their lives rather than fate or luck. Assisting youth to achieve a better sense of personal control was seen as another way to assure longer-term positive behavioral changes.

It was also assumed that many program youth would demonstrate high levels of emotional problems, acting out behavior, drug and alcohol abuse, depression, and defensiveness. While the program was not designed to provide in-depth psychotherapy, it was assumed that the counseling provided plus strict rules concerning behavior, drug and alcohol use, and the development of regular work, school and recreational outlets would assist youth in handling some of their emotional problems in a more positive manner.

C. Data Collection and Instruments

In order to document the results of the project a variety of data collection steps were planned. Brief family and street history forms were to be filled out on each youth, including

sociodemographic information, and current living education and work status. Information came primarily from youth themselves although staff often gathered additional information from contacts with families or from social service agencies or schools with which youth had previously been involved. For youth who entered the house, weekly charts were filled in on school and work attendance, salary earned, house behavior, participation in counseling, medical care etc. No regular data was maintained for control group youth.

Each youth at intake to the research project was also asked to fill out a series of three questionnaires designed to measure self-concept, sense of control and a personality profile consisting of five dimensions. The Rosenberg self-concept scale was utilized for the self-concept dimension (Rosenberg, 1965). It was designed for use with adolescents and consists of ten simple statements to which the respondent answers with a number from one to four indicating whether the statement is one with which they "strongly agree", "agree", "disagree" or "strongly disagree." Rosenberg's use of the scale with over 5000 high school juniors and seniors found high reliability. Therefore if scores change, there is some assurance that score changes reflect actual changes in self-concept and are not just a result of natural variation. Scoring was done by assigning the appropriate number from one to four for each statement, with four indicating the strongest self-concept (for some statements this involved inverting the actual number assigned by the respondent due to the wording of the

statement). The highest possible score is 40.

The Rotter Locus of Control Scale was utilized to measure sense of control (Rotter, 1966). This scale consists of 23 forced choice pairs and six filler items. Male and female norms are provided for the scale. One problem with the scale is indication of a social desirability response bias, i.e. many respondents will choose answers which they think are socially appropriate, rather than what they personally feel. The scale has been used successfully, however, as an indicator of change in youth participating in programs similar to Bridge's demonstration project. Scoring is done by giving one point for each answer which indicates external control; therefore lower scores show more sense of personal control, while higher scores show more belief in luck or fate.

The third questionnaire utilized was the Psychological Screening Inventory (Lanyon, 1973), a 30-item instrument designed to fairly quickly and easily give indication of individuals who may have abnormal psychological problems on one of five dimensions. The PSI correlates well with several subscales of the MMPI, a very well researched and lengthy personality test, but one which it was determined was too complicated and lengthy to use with Bridge youth. National norms are provided for the PSI, as well as reports of percentile scores for a variety of groups of adolescents, young drug users, state hospital patients, and prisoners. Scoring is done using a key and percentile chart provided by the test publisher.

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Most youth filled out the questionnaire on their own in an office at Bridge, although in a few cases the research specialist was present and in a few other cases the questionnaires were read to youth who had reading level problems. They took 20-30 minutes to complete.

Six to eight months after the first session, summary data was to be collected from house records on youth who had been program participants and control group youth were to be recontacted. Both groups were asked to retake the three questionnaires, and for the control group employment, living and education status was recorded.

IV. Results

A. Data Collection Problems

It was anticipated that conducting research with Bridge youth would not be easy. While youth approached for participation uniformly agreed to fill out questionnaires and answer questions, keeping track of the control group youth was difficult. It took longer to relocate these youth, and only 18 were relocated in the time frame allocated to analyze the results of the one year demonstration. While it was planned that all youth retake the questionnaires after 6-8 months, for many control group youth the time period was much longer.

Since long-term program youth tended to stay past 6-8 months in the house it was easy to readminister the questionnaires to

them within the planned time frame, however, one long term resident did move out precipitously and would not fill out the research instruments after he left. In addition, two other long term residents left the program after 3-5 months and were relocated 5-9 months later and asked to fill out the research instruments. Thus, there are widely varying differences from first filling out the questionnaires to the second administration for both control and program youth (see Table I). It is not clear, however, what implications this has for the results since no systematic pattern of variation could be found linking time between administration of the two sets of questionnaires and the change scores.

Table I. Variations in time between the two administrations of research instruments for program and control youth.

No. of months	Program youth N = 12	Control youth N = 18
Range	5 - 13	6 - 14
Mean	7.17	10.1
S.D.	2.3	2.19

Another data collection problem confronted in conducting this study had to do with making decisions about recording the employment, education and living status of youth at follow up (both program and control). This was because most youth changed

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jobs, living situations and school participation several times in the months between contacts with the research specialist. On any given day some youth would look like they were making significant progress, but by a few days later they might have moved in with unsuitable peers, quit their jobs and stopped attending GED classes. Decisions as to how to record a youth's progress at follow up were thus often "judgement calls" which were based on the predominant pattern the youth maintained for the follow up period.

Finally, for control group youth, particularly ones who had little contact with Bridge, it was difficult to collect comprehensive information about their education, family backgrounds and street histories. Sometimes the contact was too brief to complete the necessary profile; other times youth could not remember specific points (like what grade they last completed); and some youth preferred not to offer certain information.

B. Profile of Initial Data Collection On All Youth

Data was collected on a total of 57 youth -- 21 who were referred to the program and 36 who were controls. (A number of youth changed groups as the research went on, some initially identified control group youth were often after a few months referred to the program; some of the 21 program youth spent less than 30 days in the house and at follow up were treated as controls). Summaries of various characteristics of these youth can

be found in Tables II - X. It can be seen that youth referred to the house differed from the control group in that a larger proportion were runaways (Table VI) and a much higher proportion (90.5%) had family histories of physical or sexual abuse or neglect (Table VII). A greater percentage of house youth, however, had no major personal problems (28.6% versus 13.9% for controls). (See Table IX). Thus, house youth tended to have more intense family problems which resulted in their need for residential services.

Table II. Ages of Youth Involved in the Research Project

Age	House Referrals N = 21		Controls N = 36		Total N = 57	
	No.	%	No.	%	No.	%
16	7	33.3	10	27.8	17	29.8
17	14	66.7	26	72.2	40	70.2

Table III. Gender

Gender	House Referrals N = 21		Controls N = 36		Total N = 57	
	No.	%	No.	%	No.	%
Male	10	47.6	17	47.2	27	47.4
Female	11	52.3	19	52.7	30	52.6

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Table IV. Racial Background

Racial Background	House Referrals N = 21		Controls N = 36		Total N = 57	
	No.	%	No.	%	No.	%
White	14	66.7	27	75	41	71.9
Black (including biracial)	6	28.6	8	22.2	14	24.6
Other*	1	4.8	1	2.8	2	3.5

*Native American and Hispanic

Table V. Socioeconomic Status of Families

SES	House Referrals N = 21		Controls N = 36		Total N = 57	
	No.	%	No.	%	No.	%
High	2	9.5	3	8.3	5	8.8
Medium	8	38.1	5	13.9	13	22.8
Low	7	33.3	13	36.1	20	35.1
Unknown	4	19.1	15	41.7	19	33.3

Table VI. Runaway Status of Youth*

Status	House Referrals N = 21		Controls N = 36		Total N = 57	
	No.	%	No.	%	No.	%
Runaway	15	71.4	18	50	33	57.9
Throwaway**	6	28.6	13	36.1	19	33.3
Neither	0	0	5	13.9	5	8.8

*Many youth are both runaways and throwaways but were only counted once in this table as throwaways.

**Indicates family will not allow youth to live with them

Table VII. Presence of Abuse or Neglect in Family History

Problem	House Referrals N = 21		Controls N = 36		Total N = 52	
	No.	%	No.	%	No.	%
Physical Abuse	8	38.1	4	11.1	12	21.1
Sexual Abuse	3	14.3	2	5.6	5	8.8
Neglect*	8	38.1	11	30.6	19	33.3
None	2	9.5	9	25	11	19.3
Unknown	0	0	10	27.8	10	17.5

*Absence of adequate food, shelter, clothing or supervision

Table VIII. Family Composition

Status	House Referrals N = 21		Control N = 36		Total N = 57	
	No.	%	No.	%	No.	%
Intact*	3	14.3	8	22.2	11	19.3
Non-Intact**	18	85.7	23	63.8	41	71.9
Unknown	0	0	5	13.9	5	8.8

*Both parents present, either biological or adoptive

**Only one biological or initial adoptive parent present due to separation, divorce or death of other parent

Table IX. Major Problems of Youth (Multiple Entries)

Problem	House Referrals N = 21		Control N = 36		Total N = 57	
	No.	%	No.	%	No.	%
Alcohol Abuse	6	28.6	9	25	15	26.3
Drug Abuse	8	38.1	14	38.9	22	38.6
Prostitution*	6	28.6	9	25	15	26.3
Criminal Behavior**	6	28.6	9	25	15	26.3
Mental Health***	2	9.5	7	19.4	9	15.8
None	6	28.6	5	13.9	11	19.3
Unknown	0	0	1	2.8	1	1.8

*Male and female

**Larceny, breaking and entering, assault

***Suicide attempts, hospitalizations

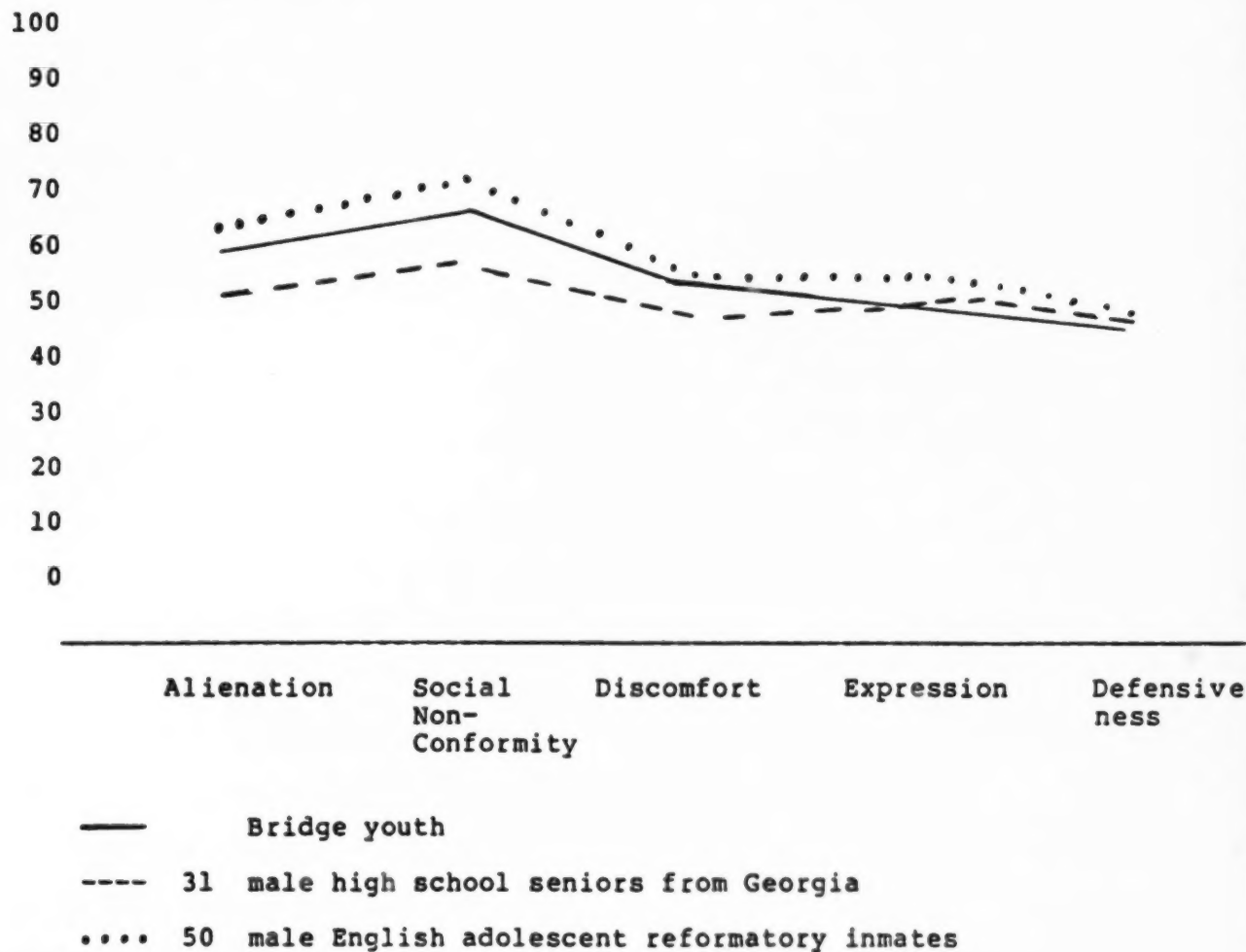
Table X. School Drop-out Status

Status	House Referrals N = 21		Control N = 36		Total N = 57	
	No.	%	No.	%	No.	%
School Drop-out	17	81	28	77.8	45	78.9
Still Attending*	4	19	7	19.4	11	19.3
Unknown	0	0	1	2.8	1	1.8

*Regular public school

Mean scores for all youth as the initial administration of the three research questionnaires were also calculated. Graph 1. presents a graph of the five subscales of the Psychological Screening Inventory for all youth compared to profiles of male high school seniors, and English adolescent reformatory inmates. The mean score on the Rosenberg Self-Concept scale was 29.44 or 73.6%, with only 22% indicating high self concept (85%+). Rosenberg's initial sample of normal peers indicated that high self concept was found in 39-45%. The mean score on the Rotter Locus of Control Scale was 9.7, compared to a normative sample which scored 8.3. These youth thus show lower self concepts, less sense of personal control and more severe levels of emotional difficulty and social nonconformity than normal peers.

Graph 1. PSI Profiles of Bridge Youth Compared to Two Other Groups.



The figures presented about these youth indicate to some extent what type of lives they have experienced. However, several case histories will better illustrate the quality of their lives.

Case #1 (house referral) This young woman had been known to Bridge for several years and had previously received services at Bridge

and obtained her GED through Bridge. She began runs from home at age 12 because her father was beating her and her mother did not believe her side of the story. Eventually she was placed in foster care by the state Department of Social Services; by that time she had developed symptoms of anorexia. She experienced problems in foster care, engaged in prostitution and abused alcohol and marijuana. Bridge helped her finish her GED and be admitted to college where she moved into a dorm. She then moved out of the dorm into an apartment and sexual liaison with a bisexual couple. Bridge staff, learning of the unhealthy situation, referred her to the independent living project.

Case #2 (house referral). This 17 year old black woman was referred to Bridge from another social agency. She had an 18 month old son and had been living in homeless shelters and with an older sister in a tenuous situation for the past several months. There had been a history of family violence and incest, although directed at other siblings, and she had been in the custody of the state for several years. She had carried considerable responsibility in the family and despite a very unstable home life and taking care of an infant had not dropped out of school and had been attending regularly.

Case #3 (house referral). This young man had run many times from home. He never knew his father and had a very difficult time getting along with his mother who apparently favored a younger

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brother and was quite psychologically abusive of him. He had been receiving services from the state Department of Social Services, but was living at home, working part-time, and attending the GED program at Bridge at the time he was referred to the independent living project. His mother had precipitously throw him out of the house and refused to let him return home. He spent several nights in a youth shelter and Bridge staff could not work out an agreement for him to return home.

Case #4 (control): This young woman was the next to youngest of five siblings. Her biological father committed suicide when she was one year old. A boyfriend of her mother sexually molested her when she was 12, but she was never believed by the mother. The current stepfather is alcoholic and the family has difficulty maintaining adequate food and shelter. The state social service department did intervene two years ago and sent her to relatives out of state. She wanted to return to Boston and was staying with an older brother when Bridge learned of her through street workers. She was by this time heavily into drugs and prostitution.

Case #5 (control): This 16 year old had been running from home since age 14. His father and mother were separated and had drinking problems. The mother had a history of making sexual advances to young boys. He had made a suicide attempt and had a drinking problem himself. He was living in a group home sponsored

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by the Department of Social Services and attending the GED program at Bridge at the time of participation in this study.

Case #6 (control): This biracial 16 year old was the youngest of three siblings and had lived in a rooming house with her alcoholic mother. She had dropped out of school and moved in with her boyfriend's parents when she came to Bridge to participate in the GED program. Instead of being referred to the independent living program she joined the Jobs Corps.

C. Follow-up Results, House and Control Youth.

Follow-up results were collected for a total of 30 youth, 12 house youth and 18 controls. Of the initial 21 house referrals, only one youth who had spent over 3 months in the program failed to fill out a second set of questionnaires (because he was asked to leave the house abruptly for a serious violation of house rules). Three youth resided in the house at the end of the first year data collection and had not yet been there three months, so they were not asked to fill out the second set of questionnaires at the time this report was compiled. Five other youth spent 30 days or less in the house and were switched, for analysis purposes, to the control group. Four of this latter group did fill out a second set of questionnaires. Thus, out of the 36 youth originally considered control group youth, only 14 were relocated for full data collection.

Characteristics of the house group compared to the control

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group are summarized in Tables XI - XXI. It can be seen that the two groups do differ on some characteristics which may affect how the results of the study can be interpreted. Controls tended to be more often younger (Table XI), female (Table XII), white (Table XIII) and had histories of less family problems (Tables XIV and XV) -- which might indicate their behavioral and attitudinal outcomes would tend to be more positive. They also were in more acceptable living situations initially (Table XIX). However, more of the controls were school dropouts (Table XVIII) and they seem to have more severe personal problems such as more drug abuse, prostitution, criminal behavior and severe mental health problems (Table XVII). At initial contact fewer were attending or had completed school and slightly fewer were employed (Table XX).

Table XI. Age of Follow-Up Youth *

Age	House N = 12		Control N = 18	
	No.	%	No.	%
16	4	33.3	9	50
17	8	66.7	9	50

* age as of initial data collection

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Table XII. Gender of Follow-Up Youth

Gender	House N = 12		Control N = 18	
	No.	%	No.	%
Male	5	41.7	6	33.3
Female	7	58.3	12	66.7

XIII. Race of Follow-Up Youth

Race	House N = 12		Control N = 18	
	No.	%	No.	%
White	7	58.3	14	77.8
Black	5	41.7	3	16.7
Other*	0	0	1	5.5

* Native American

XIV. Runaway Status of Follow-Up Youth

Status	House N = 12		Control N = 18	
	No.	%	No.	%
Runaway	6	50	11	61.1
Throwaway	6	50	5	27.8
Neither	0	0	2	11.1

XV. Presence of Abuse or Neglect in Family History of Follow-Up Youth

Problem	House N = 12		Control N = 18	
	No.	%	No.	%
Physical Abuse	4	33.3	2	11.1
Sexual abuse	1	8.3	2	11.1
Neglect	5	41.7	3	16.7
None	2	16.7	6	33.3
Unknown	0	0	5	27.8

XVI. Family Composition of Follow-Up Youth

Status	House N = 12		Control N = 18	
	No.	%	No.	%
Intact	1	8.3	3	16.7
Non intact	11	91.7	14	77.8
Unknown	0	0	1	5.5

XVII. Major Problems of Follow-Up Youth
(multiple entries)

Problem	House N = 12		Control N = 18	
	No.	%	No.	%
Alcohol abuse	4	33.3	5	27.8
Drug abuse	5	41.7	9	50
Prostitution	2	16.7	6	33.3
Criminal behavior	2	16.7	4	22.2
Mental Health	2	16.7	5	27.8
None	4	33.3	2	11.1
Unknown	0	0	1	5.6

XVIII. School Drop Out Status of Follow-Up Youth

Status	House N = 12		Control N = 18	
	No.	%	No.	%
School dropout	8	66.7	15	83.3
Still attending	4	33.3	3	16.7

XIX. Residential Status at Intake to Research Project for Follow-Up Youth

Residence	House N = 12		Control N = 18	
	No.	%	No.	%
Immediate Family	2	16.7	6	33.3
Relative	1	8.3	2	11.1
Friend	1	8.3	2	11.1
Shelter	6	50	1	5.6
Unacceptable*	2	16.7	1	5.6
Street**	0	0	2	11.1
Other program	0	0	3	16.7
On own	0	0	1	5.6

*Living with pimp, drug dealer, older person in unhealthy relationship, etc.

**In abandoned buildings, doorways, etc.

XX. School and Employment Status at Intake to Research Project for Follow-Up Youth

Group		Employed		Attending School or Graduated	
		Yes	No	Yes	No
House	No.	4	8	6	6
N=12	%	33.3	66.7	50	50
Control	No.	5	13	7	11
N=18	%	27.8	72.2	38.9	61.1

The results of the first administration of the three psychological instruments given to these two groups can be seen in Table XXI. Although some differences were found in mean scores, none of these differences proved to be statistically significant.

Table XXI. Mean Scores on Psychological Instruments for Follow-Up Youth at Intake to Research Project

Instrument	Mean Score	
	House N = 12	Control N = 18
Rosenberg Self-concept*	30.08	30.27
Rotter Locus of Control*	8.6	10.3
PSI** - Alienation	62.75	60.5
Social NonConformity	65.17	67.06
Discomfort	49.25	53.94
Expression	53	53.05
Defensiveness	49.75	46.78

* Scores given as actual points obtained.

** Scores given as percentiles.

As noted earlier, the second data collection point varied considerably for youth, particularly so for control group youth. It is not clear what specific effect this could have on the results, since a lengthier period between data collection points could mean either more opportunity to improve or more opportunity

to lose gains made at an earlier point. However, since the major goal of this demonstration project was to determine whether runaway and street youth could be assisted in establishing stable lifestyles on a long term or permanent basis, the longer periods for which youth were followed are perhaps more valid than the initially planned pre/post difference of 6-8 months.

At the second data collection point some statistically significant differences emerge between youth who participated in the demonstration program and youth who did not (but who were receiving a variety of other residential and non-residential services). The results of the second administration of the psychological instruments are given in Table XXII. The house group made a statistically significant gain in the positive direction in self-concept ($t = 2.87$, $df = 11$, $p < .05$). In addition, the house group became significantly less defensive ($t = 2.28$, $df = 11$, $p < .05$) and there was a trend in a positive direction on the alienation scale for the house group.

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Table XXII. Mean Scores and Change Scores on Psychological Instruments for Follow-Up Youth at Second Administration

Instrument	House	Change	Control	Change
	N = 12		N = 18	
	Mean Score		Mean Score	
Rosenberg self-concept	33.42	+3.34*	31.8	+1.53
Rotter Locus of Control	9.6	+1.0	9.83	- .47
PSI - Alienation	57.58	-5.17	60.3	- .2
Social Nonconformity	64.08	-1.09	62.7	-4.36
Discomfort	48.5	- .75	48.5	-5.44
Expression	54.67	+1.67	54	+ .95
Defensiveness	46.67	-3.08*	45.72	-1.06

*significant at $p < .05$

Stronger results were obtained on the behavioral objectives of employment, education and living situation. The percentages of youth employed, attending or having completed school, and in stable living situations at the time of the second administration of the psychological questionnaire are seen in Table XXIII. All differences in the two groups are statistically significant. (Chi square, $df = 1$, calculated using Yates' correction for low expected frequencies.)

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Table XXIII. Employment, Education and Living Status at Follow-Up

Status	House N = 12		Control N = 18	
	No.	%	No.	%
Employed*	12	100	8	44
In school or* graduated	11	92	6	33
Stable Living** Situation	10	83	6	33

* X² p < .01 ** X² p < .02

At the time of the administration of the second questionnaire, 9 of the 12 program youth were still residing in the house. However, by the time data collection had been completed on the 30 youth in the follow-up phase, five to seven months had passed, and six of these house youth had moved out (three youth remained house residents throughout this period). The employment, education and living situations of these six youth give an indication of the longer-term impact of the program. Of these six, five remained employed and five remained in stable living situations, mostly with friends or with a parent. Five had finished their GED's while in the program and one was attending college. Thus five of the six, or 85.7% were still showing strong success in meeting initial program goals during a 5 - 7 month period of little direct service or supervision by Bridge. This type of success is what the project was hoping to achieve.

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V. Conclusions and Recommendations

This report has served as a first step in evaluating in a scientifically sound manner the results of serving runaway and throwaway adolescents in a structured, residential, independent living program. After one year of service delivery and follow up, it can be said that program youth have a remarkable record of success in attaining stable living situations, in securing employment and in continuing their education. While the quasi-experimental research design employed leaves open the possibility that youth referred to the program were somehow more motivated or less handicapped by family or internal emotional problems than the control group youth, there does not seem to be an obvious bias in that direction.

The real test of the program will of course be in the longer-term histories of these youth. This is why it was hoped that attitude change would accompany behavioral change. This latter aspect of the program does not appear to have been as successful in achieving its goals. One explanation for the lack of dramatic change in the attitudinal/personality dimensions and indeed the seeming "backward" movement on some scales is that youth being considered for referral to the program might have tried to bias their initial responses in socially acceptable ways. If their second set of responses was more frank, (which may have happened because of the significant change toward less defensiveness), the real level of improvement would not be detectable, due to the

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initial, "falsely" positive scores. A second explanation for the lack of success in this area is that personality and attitude changes are difficult to achieve. It may take more targeted or longer term interventions to produce personality change, particularly for youth at this age who have endured a number of years of difficulty.

The preliminary success of this program, however, does indicate that this may be one of the few service models through which the lives of adolescent runaways and throwaways may be salvaged. It is a sad commentary that we have perhaps found a way to finally help a few youth who literally face their "last chance" to a decent, stable life. It was not the purpose of this demonstration to find answers to why these youth were not or could not be helped in earlier years of their lives. But it is necessary to make recommendations based on this experience as to what services might lead to even greater long-term success rates for youth participating in this demonstration program.

One major problem that developed during the course of the demonstration project was how to find living situations for youth moving out of the house. A few who were already 18 years old could legally sign an apartment lease, however, few landlords wish to rent to adolescents this young. The high rents and tight housing market also made it difficult for most youth in the project to be able to afford to live on their own on minimum wage to \$4 - \$5 per hour entry-level jobs. A few youth ended up living in the house several months longer than necessary due to this

problem, while others found themselves unhappy and threatened in roommate situations where the life style became oriented toward drugs or alcohol or the disorganization they had been trying to grow away from. Two youth also ended up back in abusive or neglectful family situations due to lack of other alternatives.

A "phase two" for this type of independent living project is thus needed so that youth who have achieved several months of stable living and are employed can be assisted in finding suitable, affordable housing so as to not lose the gains made in a structured program. Some sort of rent subsidy program with minimal supervision of staff (once a week visit) would be ideal. This phase would last for 6-18 months until a youth had a chance to make further gains in employment, perhaps moving to a higher salary and establishing a credit rating so that complete independence would be more economically feasible.

The concept of independent living programming for 16 and 17 year old adolescents should thus involve a gradual progression from more to less structure. It cannot be expected that 6-8 months alone of residential services which end abruptly can solve the problems of these youth who have not been successfully served for years and who often have entire lifetimes of pain with which to try to cope. Hopefully, the reading of some of the case histories of these youth will also stimulate some new thoughts as to how to start a continuum of services to families so that we are not continually creating new generations of runaway and throwaway adolescents. For the thousands of abused, neglected, runaway and

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throwaway adolescents who currently are on the streets, however, the model for independent living described in this report seems to be an encouraging possibility to help stabilize their lives and direct them on the path of a more constructive lifestyle.

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Independent Living Research Project

NO. _____

House residents

Name: _____ Sex _____ Race _____

Date of birth: _____ School grade completed: _____

Family history: parents jobs, activities; relationships; siblings;
early years:

History of problems and runs; when started, why? Other placements?

Street history: drugs, legal problems, prostitution, etc.

House data: _____ days in house _____ school/work attendance

_____ salary _____ # house violations

Other activities:

Treatment plan/issues:

Date entered:

Date moved out:

Independent Living Research Project

CONTROLS

Name: _____ Sex _____ Race _____

Date of birth: _____ School grade completed: _____

Family history: Parents jobs, relationships; siblings; early years:

History of problems and runs; when it started; why?

Street history: legal problems, prostitution, drugs, other:

Current living/school situation/work? Current problems?

Research/Evaluation Consent Form, Bridge Over Troubled Waters, Inc.

I _____ agree to participate in the research
and evaluation of Bridge Over Troubled Waters, Inc. programs for youth. I understand
that participation will include such activities as periodically filling out
questionnaires and being interviewed by Bridge staff and evaluators. I understand
that my participation is completely voluntary and that my decision about participation
or not participating will not affect my eligibility for Bridge services in any way.

I understand that all information gathered for purposes of research and evaluation
will be confidential and that no information identifying me as an individual will
be released to anyone outside of Bridge without my permission.

signature

date

witness

date

title

DEAR BRIDGE CLIENT:

YOU MAY REMEMBER THAT A FEW MONTHS AGO YOU FILLED OUT A FEW QUESTIONNAIRES FOR ME AS PART OF MY WORK WITH BRIDGE TO HELP EVALUATE ITS SERVICES TO YOUTH. AT THAT TIME I TOLD MOST OF YOU THAT I WOULD BE CONTACTING YOU TO FILL OUT THE SAME QUESTIONS ONE MORE TIME. HERE WE GO AGAIN! PLEASE ANSWER THE QUESTIONS THIS TIME TRYING TO THINK ABOUT HOW YOU FEEL NOW AND HAVE FELT THE PAST FEW MONTHS - - SINCE YOU FILLED OUT THE QUESTIONNAIRES BEFORE.

THANK YOU VERY MUCH FOR YOUR HELP AND COOPERATION. YOUR PARTICIPATION WILL HELP BRIDGE CONTINUE TO PROVIDE SERVICES TO BOSTON AREA YOUTH.

Carole Upshur
CAROLE UPSHUR

Please answer the following questions before you go on to the questionnaires:

Name _____ Date _____

Have you been working? ____yes ____no If so, what type of job? _____

What was your salary? _____ Are you still employed now? ____yes ____no

Have you been going to school or GED classes? ____yes ____no

If going to school, give the name of the high school or college you were attending this Spring: _____

Where have you been living? _____

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PSI

by Richard I. Lanyon, Ph.D.

If a statement tends to be TRUE for you, blacken the circle in the column headed T; that is, ☒ ☐
 If a statement tends to be FALSE for you, blacken the circle in the column headed F; that is, ☐ ☒
 Please try to answer all questions.

T F

- ☐ ☐ 1. I enjoy classical music.
- ☐ ☐ 2. I am usually happy.
- ☐ ☐ 3. Being a TV announcer would be fun.
- ☐ ☐ 4. I am happy just being alone.
- ☐ ☐ 5. Shooting is a good sport.
- ☐ ☐ 6. At times I lose all my drive.
- ☐ ☐ 7. I guess I am not very efficient.
- ☐ ☐ 8. I have never broken a major law.
- ☐ ☐ 9. I do not worry about going insane.
- ☐ ☐ 10. Things are always frightening me.
- ☐ ☐ 11. Sometimes I don't quite know what to say.
- ☐ ☐ 12. I forget things more quickly nowadays.
- ☐ ☐ 13. People usually understand me.
- ☐ ☐ 14. I think carefully about all my actions.
- ☐ ☐ 15. I think there is something wrong with my memory.
- ☐ ☐ 16. I am active in clubs.
- ☐ ☐ 17. I don't get sick very often.
- ☐ ☐ 18. It is fun to bet.
- ☐ ☐ 19. I am rarely at a loss for words.
- ☐ ☐ 20. When I sleep I toss and turn.
- ☐ ☐ 21. I guess I know some pretty undesirable types.
- ☐ ☐ 22. I do not like to gamble.
- ☐ ☐ 23. I often find it hard to concentrate.
- ☐ ☐ 24. I have sometimes drunk too much.
- ☐ ☐ 25. I am sensitive to the needs of others.
- ☐ ☐ 26. I would like to be more outgoing.
- ☐ ☐ 27. I break more laws than many people.
- ☐ ☐ 28. My friends were always welcome at home.

T F

- ☐ ☐ 29. Adults should not shout and yell so much.
- ☐ ☐ 30. As a child I occasionally stole things.
- ☐ ☐ 31. All people tell "white lies."
- ☐ ☐ 32. I am pretty healthy for my age.
- ☐ ☐ 33. My thoughts are sometimes unusual.
- ☐ ☐ 34. I enjoy the theater.
- ☐ ☐ 35. I take all my responsibilities seriously.
- ☐ ☐ 36. High speeds thrill me.
- ☐ ☐ 37. I am tempted to sleep too much.
- ☐ ☐ 38. I do not curse.
- ☐ ☐ 39. Most people are honest with themselves.
- ☐ ☐ 40. I do not like to perform for others.
- ☐ ☐ 41. My health is no problem for me.
- ☐ ☐ 42. Sometimes I am no good for anything at all.
- ☐ ☐ 43. Strange voices have spoken to me.
- ☐ ☐ 44. I would not like to be an actor.
- ☐ ☐ 45. I have sometimes sat about when I should have been working.
- ☐ ☐ 46. I'm afraid I broke a few rules at school.
- ☐ ☐ 47. Warm relationships are difficult for me.
- ☐ ☐ 48. At times I am a little shy.
- ☐ ☐ 49. I frequently feel nauseated.
- ☐ ☐ 50. My childhood home was happy.
- ☐ ☐ 51. I have sometimes been tempted to hit people.
- ☐ ☐ 52. I was always well behaved in school.
- ☐ ☐ 53. I sometimes get all steamed up.
- ☐ ☐ 54. My appetite is very healthy.
- ☐ ☐ 55. I am extremely persistent.
- ☐ ☐ 56. I am often tired during the day.

(Turn over and continue)



T F

- ☐ ☐ 57. My school teachers had some problems with me.
☐ ☐ 58. Odd things have happened to me in my lifetime.
☐ ☐ 59. I do not like to sit and daydream.
☐ ☐ 60. Few people win arguments with me.
☐ ☐ 61. I am easily distracted from a task.
☐ ☐ 62. I rarely wake up tired.
☐ ☐ 63. People should look after themselves first.
☐ ☐ 64. Sometimes I am tempted to break something.
☐ ☐ 65. I have been tempted to leave home.
☐ ☐ 66. I have no trouble controlling my urges.
☐ ☐ 67. I am rather a loud-mouth at times.
☐ ☐ 68. Most people are looking for sympathy.
☐ ☐ 69. I am a fairly conservative person.
☐ ☐ 70. Much of my life is uninteresting.
☐ ☐ 71. Some people really wish me harm.
☐ ☐ 72. My parents like (or liked) my friends.
☐ ☐ 73. I have little confidence in myself.
☐ ☐ 74. I seldom feel frightened.
☐ ☐ 75. People think I am pretty calm.
☐ ☐ 76. Drug addiction is very undesirable.
☐ ☐ 77. I feel isolated from other people.
☐ ☐ 78. It is very hard to embarrass me.
☐ ☐ 79. I have a lot of energy.
☐ ☐ 80. I never act without thinking.
☐ ☐ 81. The world has always seemed pretty real.
☐ ☐ 82. I have avoided people I did not wish to speak to.
☐ ☐ 83. People tend to watch me.
☐ ☐ 84. The world is full of odd things.
☐ ☐ 85. I like to obey the law.
☐ ☐ 86. I have never had a strange mental attack.
☐ ☐ 87. I always do my work thoroughly.
☐ ☐ 88. People generally like to help others.
☐ ☐ 89. I would make a good leader.
☐ ☐ 90. I sometimes feel I am in a world alone.
☐ ☐ 91. My troubles are not all my fault.
☐ ☐ 92. I enjoy talking in front of groups.
☐ ☐ 93. I find it hard to start a conversation.

T F

- ☐ ☐ 94. I don't like to rush about.
☐ ☐ 95. When I get nervous my hands tremble.
☐ ☐ 96. People stop talking when I approach.
☐ ☐ 97. Being a racing driver would be fun.
☐ ☐ 98. Life treats me badly.
☐ ☐ 99. I have rarely been punished.
☐ ☐ 100. My failures are largely due to myself.
☐ ☐ 101. I would like to be really important.
☐ ☐ 102. I stay away from trouble.
☐ ☐ 103. Sometimes I hear noises inside my head.
☐ ☐ 104. I rarely stumble or trip when I walk.
☐ ☐ 105. Many people do not know how sensitive I am.
☐ ☐ 106. If I don't like somebody, I say so.
☐ ☐ 107. My life is definitely worthwhile.
☐ ☐ 108. I think carefully about most things I do.
☐ ☐ 109. I rarely feel anxious in my stomach.
☐ ☐ 110. People think I am more immature than I am.
☐ ☐ 111. At times I feel worn out for no special reason.
☐ ☐ 112. We should obey every law.
☐ ☐ 113. Some of my relatives have done strange things.
☐ ☐ 114. I am painstaking and thorough.
☐ ☐ 115. I rarely or never get headaches.
☐ ☐ 116. My parents are (or were) too conservative.
☐ ☐ 117. I am usually the one to open a conversation.
☐ ☐ 118. People often embarrass me.
☐ ☐ 119. It is very easy for me to make friends.
☐ ☐ 120. Sometimes the police use unfair tricks.
☐ ☐ 121. Occasionally I feel dizzy or light-headed.
☐ ☐ 122. At school I was never easy to manage.
☐ ☐ 123. I am extremely talkative.
☐ ☐ 124. Some people simply have too much energy.
☐ ☐ 125. I feel that people keep secrets from me.
☐ ☐ 126. I like to let others start a conversation.
☐ ☐ 127. I can usually judge what effect I will have on others.
☐ ☐ 128. My strength often seems to drain away from me.
☐ ☐ 129. Sometimes I wish I could control myself better.
☐ ☐ 130. I have a soft voice.

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SELF RATING SCALE

Please read the following 10 statements carefully and decide whether they apply to you by using the following scale. After each statement, write the number 1, 2, 3 or 4 which best reflects whether you agree or disagree with the statement. There are no right answers. Take your time and ask for help if you don't understand a word or statement.

Use this scale to decide whether your response will be 1, 2, 3 or 4

1	2	3	4
strongly agree	agree	disagree	strongly disagree

1. I feel that I'm a person of worth, at least on an equal basis with others. _____
2. I feel that I have a number of good qualities. _____
3. All in all, I am inclined to feel that I am a failure. _____
4. I am able to do things as well as most other people. _____
5. I feel I do not have much to be proud of. _____
6. I take a positive attitude toward myself. _____
7. On the whole, I am satisfied with myself. _____
8. I wish I could have more respect for myself. _____
9. I certainly feel useless at times. _____
10. At times I think I am no good at all. _____

Rotter Scale

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of two statements lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe in. There are no right or wrong answers, just your own opinion. Circle your choice.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children today is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run, people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard they try.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try, some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Biology plays the major role in determining one's personality.
b. It is one's experience in life which determines what they are like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
b. Many times exam situations tend to be so unreal to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
b. This world is run by a few people in power, and there is not much the little guy can do.
13. a. When I make plans, I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
b. By taking an active part in political and social affairs, the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as luck.
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.
21. a. In the long run, the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over things politicians are in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader makes it clear to everybody what their jobs are.
b. A good leader expects people to decide for themselves what they should do.
25. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people, if they like you, they like you.
27. a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run, the people are responsible for bad government on a national as well as local level.